Una Capanna per tuttie e poi...

... piantiamo nes nostro Giardino.

Poland

Zbudujmy madry dom (PL)

Let`s build a smart home(ENG)

Norway

En liten hilsen til alle vare Comenius-venner.

A little greeting to all our Comenius friends

Grecce

Το Κομένιους ενώνει τους μαθητές.

Comenius connecting students.

Estonia

Tere Tulemast eestisse!!!

Iceland

Allir nemendur og kennarar sem taka patt i SMArt Homes verkefninu i Vatnsendaskola senda ykkur kaerar kveojur.

Translation: All the pupils and teachers who take part in the SMArt Homes project in Vatnsendaskoli are sending you their best regards.

SMArt Homes in Europe

Science, Math and Art Homes in Europe
(Comenius, Multilateral School Partnership)

Education and Culture DG

Leaf No 1 - June 2011 - 2nd Primary School of Vrontados

The project

The partnership will involve cooperation between primary schools from Iceland, Norway, Estonia, Poland, Italy and Greece. The project will focus on pupils activities in the area of maths, science, art and technology to raise their awareness of the need for saving natural resources in Europe. Pupils will learn about differences between partner countries, their climate, recourses, ways of producing energy and using it in their homes in the past and at present. They will observe and collect information about their countries and inform partners about it. After each activity the results will be presented in the form of a report on a project web-site and evaluation will be done by pupils. They will compare homes in all countries in the aspect of ecology and natural environment and be encouraged to use constructive critical thinking as far as our future is concerned.

In the second year of the project pupils in each partner school will design an ideal ecofriendly home and make a model of it, using their creativity and innovation. They will try to show elements of local folklore and use the knowledge about possible sources of energy. Teachers will observe different methods of teaching math and science and exchange ideas of how to improve them to enhance pupils interest in these subjects. The communication between pupils will take place in English and with the use of ICT so they will develop their competence in both areas. The final product will be a joint "SMArt homes in Europe" catalogue created from each country ideas for ideal home published both in electronic and printed form with photographs of the models and basic technical data. Another product will be a joint multi-lingual dictionary of elementary vocabulary and phrases of scientific research and architecture.

Preparing the project

Schools of the partnership

87° Circolo "Ada Negri" - Italy

2nd Primary School of Vrontados "Panagias Erithianis" - Greece

Szkola Podstawowa NR 3 IM. Janusza Korczaka - Poland

Pelgulinna Gymnasium - Estonia

Vingrom skole - Norway

Vatnsendaskoli - Iceland

Progect Objectives

1. Increase motivation in science and math.
2. Improve pedagogy of teaching mathematics and science in order for students participate actively.
3. Stimulate curiosity and interest in science to inspire students in lifelong learning.
4. Understanding of different cultures and awareness of cultural diversities in Europe to strengthen European dimensions and prepare pupils to live in union with others.
5. Improve language skills by reading scientific texts and communicate with partner schools.
6. Boost social skills and ability to work in groups.
7. Increase level of ICT competence.
8. Use art as a method of learning about dimensions, such as making a 3D model.
9. Encourage critical thinking among students.
10. Strive for a sustainable European future.
11. Stimulate pupils to be sensitive towards natural resources.
12. Increasing CLIL (Content and Language Integrated Learning) method of learning foreign languages by guiding students to science and new technology vocabulary.

1st year Activities of the project September 2010-May 2011

1) Introduce the project to pupils, parents, staff and local community in each school.Pupils present themselves and their culture to pupils on other countries.
2) Greetings in English and native language. Work on Multi-lingual dictionary starts. Pupils learn about differences in language and culture.
3) Project meeting in Poland. Evaluate teaching and learning styles. Preparation for activity 4-5 will take place.
4) Research on energy resources in past and present presented in various forms with focus on environmental issues by all schools. Share, compare data, learn about other countries, promote life learning and European cohesion
5) Web site will be launched. Pupils will start communication with pupils from other schools.
6) Project meeting in Italy. Staff will compare work and evaluate activities 2-4. Preparation for activities 5-9 will take place.
7) Evaluation by pupils and staff through online questionnaire about activities 2-4 and on the value and use of the common web site.
8) Visits to energy producing companies and cooperating with experts. Photographs and reports in English.
9) Observation and measures on weather Comparison with partner schools - results on the common web site.
10) Pupils learn about how to create a newspaper. Result is a newspaper in native language and English - published on school web site and common web site.
11) Pupils will research environmental situation in their local area. Results will be shared with partner schools and published on the common web site.
12) Project meeting in Iceland. Overall evaluation of 1st year work. Preparation for the work to be done in the 2nd year.

Mobilities of 1rst year

Poland

Visit to Poland

Everybody arrived at different times on Tuesday 19th October. On Wednesday morning teachers were welcomed at school by students at school gymnasium. Pupils were singing and playing the flutes. They also performed an ecological drama about the polluted river. Some local media, representatives of other schools and local authorities were invited to the ceremony.

After the official part teachers had opportunity to see the school, different classrooms, the library, the ICT-room, the canteen, the room for class 0 and all the works about the partner countries situated in different places where people could see them. After the lunch we had a project meeting and partners presented all the work done in the schools before the meeting. We also decided what to put on the website and how to design the dictionary. We also considered using E-twinning platform for communication.

On Thursday guests observed different classes in different subjects to see some teaching methods in this school. They attended geography lessons, ICT-lessons, a lesson about food and a technology lesson where students used LEGO blocks. We discussed and talked about the lessons we had attended and about learning methods we had seen.

On Friday morning guests were asked to enter different classes and run some lessons.

Publication of students and teachers
2nd Elementary School Vrontados

Comenius multilateral school partnership 2010-12

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Italy

8th February 2011
Second meeting of the project in Italy - Rome
87Γ Circolo didattico ΄Ada Negri΄.

We were all so excited of receiving the partners as guests in our school that it was the opportunity of discovering how interesting and pleasant it is to cooperate more and work all together even if hard but with enthusiasm.

We continued to live the effects of that experience all the next time along, until the end of the school year.

Iceland

Eighteen people came to Iceland from the other participating countries. They introduced themselves, their pupils and their activities to the pupils in Iceland. The icelandic pupils sang for the visitors and introduced their work for them. The pupils and the visitors also had common outdoor activities. The guests also learned something about Iceland and icelandic culture when they visited the city of Reykjavik and drove the golden circle and saw for example Geysir and Gullfoss.

10. Research on environmental situation in its institution area

Estonia

Enviromental situation – in recent years in Estonia, we turn a lot of attention to garbage and recycling. Every year has been orginized a nationwide bees “Let´s do it!”, where more than 50 000 people come together and clean up our home surroundings, the forest floors, roadsides and other places where people throw differents kind of waste. Every year collected approximately 10 000 tonnes of garbage. Since 2008, in Estonia is mandatory to sort the garbage, but for some estonians it is still it very difficult and they just don´t do it. According to that, we decided to invite the garbage-wolf to school, who introduces through the playful activities tor the children waste separation principles and necessity.

Iceland

The pupils mesured how much electricity and water are used in their home in one week. Then they compared their conclusions and tried to find ways to reduce the use of electricity and water.

Poland

Students discussed the problem with the teacher on Science lessons and as the main threat to the environment in our area they see litter in the streets and specially in the forests. Another problem is air pollution caused by too many cars mainly and also water pollution. Still a lot of people gets rid of waste water from homes just by letting it go, not using the sewage system. Students paid special attention to wasting water at homes and they measured how much of it is wasted by dripping tap and letting it go while cleaning teeth. Then they calculated how much money is wasted that way and in the conclusion they realized that during one year it is the worth of a bicycle.

Italy

In our school we´re having a project related to environment, that has as its main object to make pupils sensitive to the topic of taking care of nature and have good habits in our daily life: recycling, reuse and reduce. Pupils are used to do lab activity in and out of the school in cooperation with the Darwin association and Legambiente about all the aspects of nature, and Expomed association particularly about the care of the Mediterranean sea.

Norway

In May all classes at Vingrom school went out to pick trash in the nearest surroundings to our school. Classes 5, 6 and 7 even used a scale to find out how much they found and they sorted all the trash into different groups to see how much of every kind.

Greece

The students of fifth class studied the environmental problems we face in Chios. Then, they drew pictured and talked about them.

Hello dear friends,

This is our school, its name is “Ada Negri” primary school!

It´s in Rome and you can see it in the the map.

It´s not far from the centre of the cityas you can see. In fact there´s Saint John Cathedral and the the wall of the ancient Rome not veryfar and Colosseum a little farther. It´s a very large school.

Greece, by Kelly Lazou and Georgia Fragkou

Greece´s population is 11,000,000 people and it has many small islands. The biggest island is Crete. Greece´s capital is Athens, a very big city. The country has got many sights to visit, including the Parthenon. It is a beautiful destination for holidays, with lots of sun, delicious dishes and clean waters and long, sandy beaches!!!!!!

Vrontados, by Mike Tomazos

Vrontados is a small seaside town next to Chios. It is very picturesque, with gardens, parks, beaches and taverns. Our most popular custom is the Rocket War at Easter, where two rival churches throw rockets to one another, aiming at the other church´s bell. When in Vrontados, you should also visit Homer´s Stone. Homer was a great teacher and epic poet, who used to tell myths to his pupils. Eat delicious food in our taverns by the sea and swim in our clean, crystal waters!!!!!!!

The 2nd Primary School of Vrontados "Panagias Erithianis"

The 2nd Primary School of Vrontados "Panagias Erithianis" is located in the north-east part of Greece, next to the Greek -Turkish borders, in a small town (Vrontados), on an island called Chios.

The school was build in 1913 and is an old, high-ceiling, neoclassic building made of stone.There are six classrooms, one teachers´ office, a library, a classroom for children with learning difficulties, a computer room and one for the afternoon school.

The school was named after the near-by church called "Panagia Erythini"(which means Virgin Mary Erithiani) and it is one of the 3 primary schools of Vrontados.

O riginally, there were only three teachers teaching in the school and only 3 classrooms, (2 class levels per classroom). Now there are 6 teachers, one for each classroom.

In our school attend 105 pupils, aged 6-12, among them children from other European countries (mainly Albania and Bulgaria), repatriates, as well as Roma children. There are approximately 20 students per classroom.

Moreover, the school staff in the morning school (08:15-14:00) consists of 13 teachers, among them the Head teacher, a teacher for children with learning difficulties, a Gymnastics teacher and three teachers of foreign languages (English, French and German).

Furthermore, at 12:30 starts the afternoon school, which finishes at 16:15. There are 23 pupils from all classes in the afternoon school. It is optional and its aim is to help children study their lessons. Moreover, children have the opportunity to attend English, Gym, Dance and Computer classes.

Additionally, our school is in the process of organising and presenting environmental and cultural projects every year.

Greece

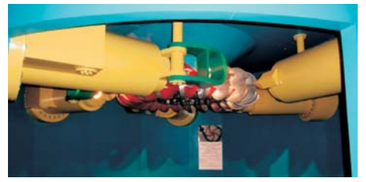
A photovoltaic specialist came at our school and talked to the students about their use and function, through a demonstration he had prepared. The students visited an old windmill and a wind power plant. The specialists talked to them about their importance and the students made comparisons.

Italy

Our pupils had luckily the opportunity to work with the help of some experts that lived the experience of the project with us all along this first year time. They focused the pupils´ interest and guided them to discover particularly our area on an historical, geographical, scientific point of view. During this last time of the school year pupils visited also a mercury mine, having an old miner as a guide, that described them the process of producing the mineral and how important it was for the local inhabitants of that area of Tuscany around mount Amiata area. Not too much far from the mine pupils could visit also a very interesting geothermal power station. The expert explained them how important it is that energy source in the area and that it has no garbage and how important it is saving energy in our daily life.

Italy

In the spring class 6 went to the energy center where they learnt about energy and energy production in Norway.



8. Weather observations and measurments

All schools worked in the same way. Pupils made measurements on the weather during a specific week in April. The measured the temperature, the wind, the precipitation and the height of the rain. Furthermore, they made observations concerning weather conditions.

9. Newspaper of the project

Greece

The teachers informed the children on how to create a newspaper. The students made their own proposals. In the newspaper there will be presented: a) a summary of the program, b) the participant countries and schools, and c) the aims and activities of the program.

Poland

After all the partners decided to run a contest for the logo of the project, the information was passed on to the pupls of the classes involved in the project. There were several entries and in the voting one work got the highest number of votes and became the winner of the school contest. This logo proposal was then put forward as the Polish suggestion for the logo. Other countries proposals were displayed on the wall at school and all students were asked to take part in on-line voting. It looks as it was a very competitive task and lots of students voted.They were proud to see that Polish logo won the contest.

Italy

Pupils were soon very interested in the experience of a European project. They needed to have a right idea of its topic to be able to think to a logo for it, of course. They made logos referred to the environment and saving nature, but, talking and researching and making samples during the different lessons and also about aspects of their daily life or news of events etc., they became more familiar with the main topic. They drew several pictures and then it was exciting to chose the best one or two among the participants in the school and among those ones of their friends of the other countries.

Greece

The teachers explained to the students what a logo is. Every class (third-sixth) drew logos and then they voted for the best to represent our school.

Norway

Classes 5, 6 and 7 took part in the logo contest and we ended up with two logos which all participants in all the partner countries could vote for.

7. Visit to energy producing companies, cooperating with experts

Estonia

Energy producing companies – we visited the oil shale mine, where we saw how the people work in the mine and how they move on. Mines of Estonian Energy mines oil shale to supply the electricity and oil industries with fuel and raw materials. We also process the enrichment waste from oil shale, sending it as a raw material to the construction materials industry and as gravel for road construction. The children could travel by the underground train, we saw the miners tools and ate the miners lunch.

Iceland

We got an expert for a visit to our school and he met all the pupils and told them about the lake Ellidavatn near the school and the river Ellidaa and how it is used to make electricity. The pupils went to the lake and the river and studied how the electricity are produced.

Poland

The students of our school had an opportunity to visit a power plant in Warsaw that supplies energy and hot water for people in our town. It was a guided tour during which they could see the whole process of producing energy. Coal from Poland is used as the main source of energy, but also there are some wooden leftovers used. Burning coal and wood they produce steam which moves huge turbines and electricity is generated.

Another visit was to the institute of nuclear energy near Warsaw. Pupils listened to the lecture given by an expert there and watched the presentation how atom is split to get energy. They also learned about different ways of using nuclear energy eg. in medicine or research a lot of debates are going on in Poland now whether to built a nuclear power plant or not and what the advantages and disadvantages are.

Poland

Flag of Poland &
the coat of arms of Poland

Poland is located in Central Europe with the total area of 312,679 km^2 and a population of 38.5 million people making it the 6th largest country in Europe. Stretching from the Baltic sea in the north to the Carpathian Mountains in the South. The capital city is Warsaw – about 2 mln inhabitants, the longest river – the Vistula (1047 km) and the highest mountain – Rysy (2499m). The language spoken in the country is Polish, main nationality – Polish (97%) and main religion – Roman catholic.

Poland´s sports include almost all sports, in particular football, basketball, volleyball, handball, track&fields, tennis, swimming and weightlifting. The first Polish Formula One driver, Robert Kubica, has also brought Formula One Racing to Poland. Football is the country´s most popular sport, with a rich history of international competition. Poland has also made a distinctive mark in motorcycle speedway racing thanks to Tomasz Gollob, a highly successful Polish rider. The Polish mountains are an ideal venue for hiking, skiing and mountain biking and attract millions of tourists every year from all over the world. Baltic beaches and resorts are popular locations for fishing, canoeing, kayaking and a broad-range of other water-themed sports.

History

The establishment of a Polish state is often identified with the adoption of Christianity in 966. Poland became a kingdom in 1025, and in 1569 it cemented a long union with Lithuania . In 1795 its territory was partitioned among Prussia, Russia, and Austria. Poland regained its independence in 1918 after World War I but lost it again in World War II, occupied by Nazi Germany and the Soviet Union. Poland lost over six million citizens in World War II. After the war it became a socialist republic under strong Soviet influence. In 1989 communist rule was overthrown and Poland became a fully independent constitutional republic.

«Tell the children that they are good that they can that they manage»
Janusz Korczak

Zielonka

Zielonka is a small town with over 17 thousand inhabitants in the outskirts of Warsaw. It is surrounded with forests and green areas making the area a perfect place for walking, hiking and cycling. There`s a large proving ground which occupies about 2/3 of the territory of the town. The presence of 4 clay pits makes Zielonka a nice place for fishing and relaxing, also for people from other towns. In the town there are 3 primary schools, a junior high school, a high school, 2 churches, sport grounds, lots of small shops and a little market.

- We all together have chosen a great educator Janusz Korczak to be our patron.
- We aim to create a friendly school of opportunities and success.
- In our work we cherish the values of multilateral development, responsibility and respect towards every person and environment.
- A distinctive feature of our school is the need for action, creative anxiety and openness.

Primary School Nr3 im. Janusza Korczaka in Zielonka

Our school was built 15 years ago. It`s a one-floor building so it`s easily accessible by disabled children. There are 450 students from the age of 6 to 12. There are usually about 20 – 25 students in one class. The lessons start at different time for each class, at 8 o`clock the earliest and finish at 4 pm the latest. Students have from 4 to 7 lessons of 45 minutes. There are 10 min. breaks between the lessons and one 20 min lunch break.

We have a computer room, a canteen, a nice sports hall, a science lab, a well equipped library, an art and technology classroom and a newly rebuilt playground and a football pitch.

Republic of Estonia, Capital Tallinn

Estonia – officially the Republic of Estonia – is a state in the Baltic region of Northern Europe. It is bordered to the north by the Gulf of Finland, to the west by the Baltic Sea, to the south by Latvia and to the east by the Lake Peipsi and the Russian Federation . Across the Baltic Sea lies Sweden in the west and Finland in the north. The territory of Estonia covers 45,227km2. The Estonians are a Finnic people, and the sole official language, Estonian, is closely related to Finnish. Estonia is a democratic parliamentary republic and is divided into 15 counties. The capital and largest city is Tallinn, with a population of 1.34 million. Our country is in the European Union since 2004 year. The euro came to us from 01.01.2011. Tallinn is the Capital of Culture 2011, and also the capital of Estonia. Our President is Toomas Hendrik Ilves. Our national flag has three colors: blue, black and white. Author the music of our national anthem is Frederick Pacius. Author of the words is Johann Voldemar Jannsen. We have the same anthem with Finland, but the words are different..

Our classes and our shcool Pelgulinna Gumnasium

Pelgulinna Gymnasium was founded on the 8th of September 1912, on Telliskivi Street. In 1928 it continued it work on Ristiku Street and since 1961 in the present building on Mulla street. Pelgulinna Gymnasium is a secondary school that provides in-depth study of art subjects. Today, in our school study 750 pupils and work 60 teachers. The school has a long tradition of dancing and singing hobby groups. Since 1946 there has been working a folk dancing club and since 1961 the school offers an opportunity to sing in the choir or take part in solo singing performances. The school staff has always placed great emphasis on promoting extra curricular activities amongst its students. Our school has a long tradition of different school events: art days, science subjects´ events, primary school ball, Christmas celebrating activities in gymnasium and singing contests.

We study in the 4k and 4b class. 4k class are 26 students in our class: 18 girls and 8 boys. 4b class are 32 students in our class: 14 girls and 18 boys. We like studying here because there are many friendly children and teachers in our school!!!

Iceland

The pupils have got some letters from pupils in other countries and some of them have answered the letters they got. Our pupils did not use skype to communicate this winter but they would like to next schoolyear.

Poland

Students looked at website of partner schools. Before the first meeting in Poland they prepared packets for students in every country containing letters to the students and some information about our country.

They were very happy to get some replies. They exchanged e-mail addresses with some of the students and communicate independently. Also for Christmas and Easter students prepared greeting cards and small posters about customs connected with celebrating these festivals. We received many nice postcards, letters, souvenirs from students from Greece, Italy, Estonia and lots if letters and photos from Norway and

Iceland. Some students exchange letters regularly. Moreover, a group of students from 6th grade had a communication session with their friends via Skype. Pupils could both see and talk to each other.

Italy

Pupils exchanged photos, drawings, short letters etc. with their friends of the other countries, referred to traditions and culture of their own country as for Christmas, for example.

Norway

Most of our pupils have written letters to pupils in the other countries of the project. Some of them have started communicating in different ways. Others are still waiting for an answer.

Greece

The students wrote letters to the students from other schools. They made cards, artistic creations and they sent traditional products from their island to the other schools. Finally, they contacted children from Poland via Skype.

5. Web site

Estonia

Web-site – our project have its own website: http://smarteurope.weebly.com From the website you can get information about countries and schools, which are involved in the project; our activities and meetings, some pictures and also some information about energy sources. Go and check out!

6. Longo contest

Estonia

Logo contest – art class in our school drew different logos for our project. We selected the best one for the interstate logo contest. Unfortunately/fortunately Poland logo won. For the children it was very interesting and exciting to do.

Iceland

Every pupil that is participating in the project drew a logo and hang it up on the Logo wall. Then every pupil voted for the best logo and Gudrun Soffia gave a certificate to Erna Mist who drew the logo that got the most votes.

2. Multilingual dictionary

Concerning the dictionary, all schools followed the same procedure. We chose words and phrases of greeting, as well as jargon related to the program. The teachers shot a video of the children saying the words. 2 students participated in each video (one word). The first pupil held a card with the word in English and pronounced it, while the second student held a card with the word in native language and did the same.

3. Timeline on energy and renewable energy sources in each country

Estonia

Timeline – the children were based on the following sources of the preparation: fire, wind energy (windmills and wind turbines), oil shale energy, oil, natural gas, biofuels, nuclear, coal.

Iceland

In Iceland the timeline is focused on energy resources regarding how the houses has been heated since the first people came to Iceland in the year 870 until our days.

Poland

All students of grades 4th-6th first looked into historical aspects of sources of energy during their classes of history, science, art and technology. They discussed with the teachers what sources were available throughout ages since the beginnings of settling on the lands in the area of present Poland and how energy was used for heating, cooking and powering machines. Then they also learnt what renewable sources of energy are and why is it important for us now to rely on them rather than traditional in Poland fossil fuels. Later they made drawings, also some models illustrating what they got to know about energy and the sources of energy. At the end of January a large time line was displayed in the main school. The PowerPoint presentation of the timeline is available on the school website.

Also some pupils made individual presentations of historical aspects of energy to be used by other students.

Italy

Science, Geography and History together with English were the subjects particularly involved in the description of the energy sources timeline. Pupils attended lessons in and out of the school with their teachers and with the experts of the Appia Antica park. They researched for informations and visited the area around the school and in the park. They drew pictures and outlines and we put them in order on a long paper folded as an accordion and contained in a big book and in a CD.

Norway

Classes 5, 6 and 7 had a project week were they worked on energy, energy resources and renewable energy sources in Norway. They built models and made a timeline.

Grecce

The students studied the evolution of the resources of energy that people used in their homes from the Paleolithic Age until nowadays. They mainly focused on 5 areas (cooking, heating, lighting, water, cooling and entertainment). Students worked as groups. For their research they used books, internet and they visited museums. They gathered the results in a printed form and then all the data were presented in an excel program.

4. Communication among schools

Estonia

Communication among schools – the children write with foreign students. They wrote about their country, hobbies and family.

Norway

Norway is a kingdom and is situated in the northern part of Europe. The country is a part of the Scandinavian Peninsula. Our neighbor countries are Sweden, Denmark, Finland, Russia and Iceland.

Norway has 4.9 mill people. Most of them live in the southern part of the country.

The name of our king is Harald V and the name of our prime minister is Jens Stoltenberg.

Our currency is Norwegian krone (1 EURO is 8 NOK)

In the northern part of Norway you can see the midnight sun in the summer and there is almost no daylight in the middle of the winter.

Lillehammer

Lillehammer is situated in the eastern part of Norway at the northern start of the lake Mjosa. 26.000 people live in Lillehammer. Lots of tourists visit us both in summer and winter. In 1994 Lillehammer was the host of the Olympic Winter games.

Vingrom School

Vingrom School is situated 10 km south of the center of Lillehammer near the lake Mjosa. Our school has 104 students. They are between 6 and 13 years old. The surroundings are excellent for outdoor activities both summer and winter: Skiing, skating, sledging, swimming, hiking, football, handball, sand volley ball, fishing, cycling and athletics.

All our pupils from class 1 to class 7 take part in the Comenius project.

Iceland

Iceland is an island in the North Atlantic Ocean. The population is about 320, 000 and half of the population lives in the capital, Iceland has a total area of 103, 000 km2. The capital city is Reykjavik, it is in fact the only city in Iceland. It is in the southwest corner of Iceland. Keflavik international airport is located about 50 km from Reykjavik. Iceland is warmed by the Gulf Stream. The Icelandic settlers came around 874 AD. The main settler was Ingolfur Arnarsson.

Iceland´s highest peak, Hvannadalshnj_kur, rises to 2.119 m and over 11 % of the country is covered by glaciers, including Vatnajökull, the largest in Europe . Iceland has a high concentration of active volcanoes due to the unique geological conditions of its location on the mid-Atlantic Ridge. Iceland is a hot spot of volcanic and geothermal activity and has about 130 volcanic mountains, of which 18 have erupted since the settlement of Iceland in 874. Over the millennia, glaciers, erosion and the tectonic movement of the Earth´s crust have helped to shape the landscape.

Iceland is among the 10 best destinations worldwide for whale watching and bird watching. Tourists often come to Iceland to go whale watching and bird watching Many places in Iceland are a paradise for bird-watchers. Latrabjarg in the West Fjords is the largest bird cliff known in the world.

Hvannadalshnjukur

Latrabjarg

Vatnasendaskoli in winter time

Our school

Our schools name is Vatnsendaskoli and it is in Kopavogur in Iceland.

The school was opened in the year 2005. He is 5622 m2 at size. There are 389 students in our school and we have 29 classrooms. There are 59 employees working in the school and 40 of them are teachers. Vatnsendaskoli is a school with outdoor education and we do a lot of projects outside. Nearby our school we have a lake named Elliδavatn and it is about 2km2. We view the water, go on a canoe, a kayak and we learn about biology in the water.

We are very happy about our school.

Joke

Once upon a time there was a turtle walking in Reykjavik,
Suddenly a group of snails robbed the turtle,
When the police arrived they asked what had happened
And the turtle said «I don´t know, it all happened so fast».

Kopavogur

Kopavogur is Iceland's second largest community. Confinement 30,000 pepole live in Kopavogur. Kopavogur lies south of Reykjavik and is part of the Greater Reykjavika Area. The name of the town Kopavogur means seal pup bay. Kopavogur is largely made up of residential areas, but has commercial areas and a lot of industrial activity as well.

One of Iceland´s finest collections of molluscs and crustaceans are on display at the natural Science Centre (Natturugripasafn Kopavogs) in Kopavogur´s town centre. The Cultural Centre also houses impressive collections of rocks and birds, and has four tanks with live fish and marine life.

Athletic facilities are amongst the best in the country. A new open-air geothermally heated swimming pool, the largest in Iceland, is among the many excellent sports and leisure facilities in Kopavogur, which also can boast of the biggest indoor tennis court in the country.

The heart of Kopavogur is Smaralind, the largest shopping mall in Iceland.

Activities of the first year

1. Introduccing the project to pupils, parents, staff and local community. Pupils present themselves and their culture.

Italy

Our project ´SMArt homes in Europe´ was presented during the first meeting of the whole teachers´ staff at the very beginning of the school year last September 2010. Teachers who decided to participate with their classes met soon after to know better about countries partners, objectives and planning of the project.

Teams of the teachers described the project and particularly they told about the countries partners to their pupils

The first meeting of the partners in Poland was very important to start working together and plan the work to be done during the first step of the next three months in each country.

Coming back to Italy, the teacher responsible of the project contacted the representatives of the local community and of the associations of Expomed and of the Appia Antica Park to start cooperation with them to work for the project and to prepare the welcome for the next meeting in Rome in February.

Meanwhile all the participant teachers of the school met to agree how to manage and share the work in our school, having in our mind to include it in our daily planning in a cross-disciplinary way through the different subjects.

Greece

The students of third class studied and drew the myth of Europe and the personality of John Amos Comenius. Then, they prepared a presentation of the schools that participate in the program. The students of fifth class in teams studied the countries that take part in the program and asked questions about what the program is, giving a whole picture of the venture (how it began, what it is about, how much time it will last, what is going to happen next etc.) Everything was presented through Power Point during the Comenius Festival that was organized at school on 8 October 2010. The students of third class prepared invitations and posters for the festival. The afternoon school created a video in which students presented themselves and their island.

Poland

Pupils and parents were informed about the project, its aims and activities during the ceremony of new school year beginning. Moreover, a letter explaining the whole idea standing behind the SMArt Homes project and asking for parents` active cooperation was read in every class during the first parents evening of the year.

Local authorities were sent the information as well and an article concerning the project was published in the local press. A special place on the wall in the main hall at school was destined for sharing information about the project.

Pupils of grades 4th – 6th were asked to get information about assigned partner country and think of ways how to present it to the school community. On 14 October a great Comenius Festival took place during which classes presented partner countries using multimedia presentations, dramas, songs, national dances, quizzes. All the students could learn about geography, short history, traditions, culture and some curiosities of every country and even try some typical food of some countries at food stalls.

Younger students prepared information posters of each country and produced some models of the most popular landmarks.

Norway

In September the staff and the pupils were introduced into the project. We decided that all pupils should take part in the work, but the youngest – classes 1, 2, 3 and 4 – only in parts of the activities.

Iceland

Pupils presented the Comenius project and the participating countries for their parents. The project was presented for the staff in a staffmeeting and information of the project were put on the school's website.